Teachers' Practices in English Classroom at Intermediate Level: A Gender Based Study

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Abstract

Teacher- student interaction is an important element of education system. Strong teacher student relationship is essential for the development of academic process. Teachers' practices used in English classroom play a vital role in students' learning. The study investigated gender based teachers' practices in English at Intermediate level. The study employed qualitative approach. Data were collected through structured observation and analyzed by using SPSS software. The study revealed the fact that the teachers of both genders use practices in classrooms in order to make their teaching effective but male teachers use practices more as compared to female teachers. Less number of female teachers use practices in classroom to make their teaching effective.

Key words: *Interaction, English classroom, gender, practices, difference.*

1. Introduction

Education is an essential part of human life. It is an endeavor which is expected to bring a change in the behavior of human beings through instruction and training. Human beings need education that provides them the guideline to endure life.

To boost the development and growth of human beings, schools play a fundamental role. They provide a systematically planned environment which gives them opportunities to get their experience of knowledge. The curriculum and methods of teaching, therefore, unionize the educational environment (Khasanah, 2015). To be educated is right of every nation, so every nation makes its youth educated by providing excellent learning environment (Uzair-ul-Hassan et.al, 2017). The most important purpose of

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education is to crop an all-rounded individual, prolific to himself as well as to society. A sensible and educated population participates profoundly in the development of the society (Kipsoi, 2012). Education is a systematic instruction for the development of character and mental power. As education is systematic, it requires systematic development. This systematic development leads to an appropriate development of an individual (Khalid et.al, 2011). Educators introduce apposite and modern ways to educate the students, diminish achievement gap and maximize educational expectations. Education policies are made to achieve some goals and these policies require students to meet the aims and objectives of education (Miller, 2008). The question of relationship between teachers' attitude and behaviour is very much important and attention seeking because a significant aspect of education system is interaction of teachers and students (Khalid et.al, 2011). According to Uzair-ul-Husain et al (2017), teaching is a science which has psychological foundations. In this connection attitude, skills and beliefs play an important role to make teaching effective for producing better outcomes. Teaching is a set of trials to support the process of learning. The process of imparting education and better appreciation of the teaching profession needs in depth understanding of teaching learning process (Sequeira, 2012). Responsibility, flexibility and creativity are basic requisites for the sake of instructional environment in order to fulfil learners' individual needs (Tulbure, 2012). Teacher's quality is significant factor at the level of classroom, quality of the teacher is more than anything else. (Brophy & Good, 1986). Behavior is a response to environment at different times. Behavior can be conscious or unconscious, positive or negative, effective or ineffective, voluntary or involuntary and overt or covert (Mehdipour et. al 2013). Dusenbery (2009) counted behavior as any action of an organism that changes its relationship to its environment. Students' academic achievements are affected significantly by teachers' behavior and practices used by them. As a person, teacher should possess many qualities such as honesty, empathy, diligence, flexibility, persistence and sincerity. Teachers should also be thoughtful in reaction to students' comment. Teachers usually react by using acceptance, praise, criticism and remediation in responding students (Derk, 1974). Students show better psychological adjustment with the teachers who are more supportive to them (van Ryzin et.al 2009). Sportive behavior of the teachers promotes academic achievement of students (Curby et.al 2011). Crystal (2012) stated that

English is applauded as the most successful language. There has never been a language used by so many people as English. The advent of English has a significance which goes afar this language. English is taught as school subject in the societies in which it is widely used and learners need to learn it to survive in the society successfully (Richards & Renandya, 2002).

In the present era, when English language is the lingua franca of the world, there is an essential need to learn it (John, 2013). Therefore, in Pakistan, it is not only taught as a compulsory subject from grade one but is also used as a medium of instruction for various subjects. After Independence in 1947, English was declared as the official language of Pakistan. Many languages are spoken in Pakistan and most broadly spoken and comprehended language is Urdu, yet officially used language in Pakistan is English along with Urdu (Bukhari & Awan, 2018). Teaching of the English is a challenging task as second language in developing countries. English has been included in our curriculum and considerable attention has been paid to this language in our society for many reasons. In our country English is taught as a subject in which teaching of text is obvious. Although English is taken as second language in researchers' context, but there are many difficulties which are faced in its teaching and learning**.** Though there is good deal of research on exploring the reasons and highlighting the factors involve in learning English, but no research has been conducted on practices of English teachers at intermediate level in the researcher's context, particularly from the perspective of gender.

1.1 Objectives of the Study

1. To examine the practices of male teachers in English classroom at Intermediate level.

2. To examine the practices of female teachers in English at Intermediate level.

1.2 Research Questions

1. What are the practices of male teachers in English classroom at Intermediate level?
2. What are the practices of female teachers in English classroom at Intermediate level?

1.3 Significance of the Study

The current study focuses on teachers' practices in English classroom at intermediate level. Intermediate is the level at which students get introduced with new concepts like time management and more advanced assessments. So teachers' practices have strong impact on students' learning at the level. The study describes practices used by teachers of both genders. The study contributes to the field of education by highlighting and unveiling the practices with remedial measures from the perspective of English teachers. It is also helpful to trigger more research at intermediate level. Also it is specifically helpful for the teachers to receive pedagogical support on how best they can do and improve their teaching.

1.4 Delimitation

In order to find out gendered based teachers' practices in English classroom, the researcher has selected only Grade twelve of intermediate level in Inter colleges of district Poonch, Azad Jammu & Kashmir.

2. Literature Review

There is reliable evidence that the quality and nature of teachers' interaction with students has a significant effect on their learning experiences (Brophy-Herb, 2007; Curby, 2009). Dombkowski (2001) asserted that teachers' behavior has a substantial influence on students' comfort; high level of negative teaching behavior is associated with negative effect while socio-emotional teaching behavior is allied with more positive effects (Possel et al., 2013). Van petegem (2008) illustrated that teacher-student interaction is facilitated when responsiveness and unconditional positive regard is used in teaching. Students' comfort and wellbeing is predicted by their perception of interpersonal teachers' behavior. Students feel contented when teachers are less rigid and more supportive and helpful. They develop their interaction with cooperative teachers. A student in average school having an average teacher for two years would achieve 50th percentile at the end of year. The student's achievement after two years will drop to the 3rd

percentile if the same student has an unsuccessful teacher in an unproductive school. An operative and effective individual teacher can produce powerful improvements in student learning (Marzano, 2003). Students' good and appropriate behavior and teachers' use of praise and appreciation are important factors in good classroom management. The teachers who reinforce positively face less problems regarding classroom management and behavioral issues. Students like polite and cooperative teacher, respect him/her, do not disobey or irritate their teachers and produce good results (Sucuoglu et al, 2010). Jennings & DiPrete (2010) argued that academic skills of students are enhanced by augmenting behavioral and social skills of the teachers. Highly qualified teachers having more experience teach better behavioral and social skills. Good and receptive atmosphere of schools and classrooms is built by the teachers which increases students' behavioral and social skills and their academic competencies as well.

Teacher's attitude is an important element of teacher's personality which strongly affects student's achievement and character building. A teacher who possess sound professional approach knows the communication art and ability to learn from his experience, so he can assist students' learning excellently (Gauthier, 1984). High-quality teachers help students to raise not only test scores but also provide emotionally supportive environment for the students, which consequently endorses the student social and emotional attitude. Students' academic as well as lifelong learning is improved by their social and emotional outlook (Blazar & Kraft, 2017).

Shah (2003) Presented a report at UNESCO Seminar on Decentralized Policies and Strategies in Education, held at Buenos Aires, Argentina that quality of teaching learning process can be enhanced by the quality of teachers' education through different teaching programs. Trained staff can do more justice with the decentralized education system than the untrained one and with the purpose and philosophy of the new and good system. Durable contribution in the field of education is the generation of quality teachers'. Riaz et al (2017) conducted a descriptive study and survey was

done to collect data from 102 formal prospective teachers and 140 non-formal prospective teachers from district Sargodha using convenient sampling technique and proposed that skilled and trained teachers are an integral part of good school system. Teachers must be adequately trained earlier to join teaching profession, because it helps to meet expectations. To shape up professional attitude in teachers, their training is essential. Trained teachers have a significant impact on students' learning as compared to untrained teachers. It reveals clearly that professional training and attitude of teachers are important factors in the teaching-learning process. Blazar & Kraft (2017) came up with the view that students' competence, pleasure and behavior in class is strongly affected by teachers. Teachers' Emotional support and classroom organization have lion share in framing students' behaviors and performance. However, it's not essential that the teachers who have influence test scores are equally operative at influencing and improving students' behaviors.

Differences in self-efficacy in behaviour management between graduate and student teachers were calculated by Giallo & Little (2003) on 54 primary education teachers with less than three years' experience and 25 student teachers in their final year of primary education training. The results revealed that there is a significant association between self-efficacy of the teachers in behaviour management, preparedness and classroom experiences. Experienced teachers have higher level of self-efficacy as compared to those who are fresh and inexperienced. Sense of self-efficacy promotes the sense of vigilance. Teachers develop feelings of inadequacy about their abilities who feel that they lack the necessary skills and knowledge. Uzair-ul-Hassan et.al. (2017) conducted a study on teachers' politeness as a predictor to determine students' academic performance and self-esteem in elementary grades. The population of this study was all the students of 6th, 7th and 8th grades enrolled in public and private schools in a district Punjab. Two hundred students were taken as sample through stratified random sampling from schools of two selected tehsils of the district. Regression and correlation analyses concluded that teachers' politeness is a predictor of students' academic performance and self-esteem. Teachers may use strategy of politeness to improve students' academic performance and self-esteem.

Atkinson et.al, (2005) developed a hypothesis and asserted that students get valuable scores who learn from polite teachers, while students' performance who learn from strict teachers remains low. The influence of the politeness is greater on the slow and weak learners. Bright students can easily get more benefit from polite teacher but the effect of politeness is the strongest on poor learners. Shahmohammadi, (2014) tested a research hypothesis on 400 grade 6 male students selected randomly from guidance schools of 6th district of Tehran and collected data by researcher –made questionnaire. He concluded that in the field of education, different students' problems spring because of lack of interest in obeying rules and discipline; lack of interest towards self-regulation results in terms of law breaking and lack of self-esteem. Teachers who possess knowledge and skills are the most important source in developing students' personality. Teachers' friendliness and amount of respect for students have positive correlation with students' eagerness for discipline, organization and self- regulation. Less confident teachers are more likely to be threatened by misbehavior of the students. They cannot handle difficult situation confidently, as a result they face problems in behavioral management, while confident teachers believe that difficult students are improvable, so they provide more support and use practical approaches in behavioral management. Teachers who are more confident in their ability to teach difficult students are more effective in dealing with misbehavior (Giallo & Little, 2003). Teachers can be grouped into three categories: non-empathetic, empathetic and uncommitted teachers. Personal characteristics of the teachers appear to be a good predictor of their competence. There is a relationship between teachers' particular personal characteristics on the one hand and classroom practices on the other. Possibility of the substantial learning increases when a teacher has a sensitive awareness of the needs of the student. So, the learning is facilitated when students are not judged or evaluated rather they are understood (Dogarel & Nitu, 2016). According to Richards & Renandya (2002) in different parts of the world, where English is not native language, has the status of foreign or second language. Where it is used as second language, it is widely used in society and learners need to learn it to survive in the society

successfully. In later case it is taught as school subject but has restricted use in society. Learning takes place through addressing some key issues which shape the design and delivery of language teaching. Young (1991) asserted by analyzing teachers' behavior that learners' beliefs about language learning, personal and interpersonal anxieties, instructor-learner interactions, beliefs about language teaching, testing and classroom procedures arise language anxiety. Language anxiety involves an individual's degree of self-esteem; the more one thinks about self-esteem, the more impressed he is with its impact. It causes anxiety in a number of people. Learners with low self-esteem worry about their peers think and anxious with pleasing others. If teachers use a word of target language and then facilitate comprehension by means of rephrasing and repetition, students will have more ease and opportunities to learn the item in the target language. Bernaus & Gardner (2008) investigated language teaching strategies, effects of those strategies on students' motivation and English achievement. The participants consisted of 31 English as a foreign language (EFL) teachers and their students (N= 694) in Catalonia, Spain. They added that Promising and positive attitude towards learning situation contributes positively to achievements. Students' motivation for English language learning and achievements are influenced not only by what is experienced in the classroom but also by attitude towards language and the evaluation of the learning situation. Attitude and language anxiety towards the learning situation have negative contribution to English achievement**.**

To apply knowledge or skills, the language teachers must first be aware of their learnt practices. Some behavior of teachers might be changed simply by viewing own videotape teaching and then noting the various uses of English. It can be conducted alone or with the help of colleagues. In this very way improvement and change can be brought (Freeman, 1989). Teaching language is not an easy task for regular English teachers who have not received training to instruct English language learners. Teaching English language learners is a highly specialized field. Professionals devote their whole career to search and perfect the strategies for the instruction of English Language (Goldenberg, 2008). The focus on English learners' education must be more than learning to understand and speak English language. Communication in English might be learnt by students but there is a difference between academic English and conversational English. Student

who has adequate expertise of spoken English in social settings may need support while trying to grasp academic English (Cummins, 1981). Achievements of the students in English are positively associated with teachers' advanced degree in English. The general measures of teachers' degree level are not related to high school student achievement in math, science, or history. However, in English subject-specific degrees earned are found to have a positive impact on students' test scores in those subjects. Further, teachers holding both bachelor and master degree in the subject area are the most effective. (Goldhaber and Brewer, 1997). Doran (2014) conducted a qualitative study drawing on constructivism, critical theory and adult learning theory. Inspected teachers' insights and prior experiences with professional development focused on the needs of learners who were culturally and linguistically diverse. Ten teachers at a culturally and linguistically diverse middle school participated in the study. The study found that participants valued professional development which addressed content, instructional strategies, relationships with students. Teachers reported positive experiences with informal, peer-to-peer learning experiences as well as more formal professional development. Short & Echevarria (1999) undertook a project to develop an overt model of sheltered instruction that teachers can use to improve the academic success of their English-proficient students and claimed that the Sheltered Instruction Observation Protocol (SIOP) provides concrete examples of the structure of sheltered instruction that can enhance and expand teachers' instructional practice. It claimed that professional development is a multifaceted and complex endeavor for standards-based education. Teachers generally report feeling pressure to cover the curriculum at nearly any cost. Teachers reluctantly ignore the language needs of students within content courses. Darling-Hammond (1998, p. 7-8) has revised the kinds of knowledge teachers need to prepare students for. Teachers need to understand the subject matter deeply, teaching strategies, curriculum resources and technologies. Teachers need to know about collaboration, to analyze and reflect on their practice, to assess the effects of their teaching and to refine and improve their instruction.

3. Methodology

Present research is the case study of teachers' practices on intermediate level in Inter colleges of district Poonch, Azad Jammu and Kashmir. A case study provides the detailed investigation of a specific case, which could be a person, organization or community. Once a case has been selected, a research method is needed to address it (Bryman, 2012). To address the gender based teachers' practices in English classrooms at intermediate level in district Poonch, the study employed qualitative method. According to Bryman (2012) Qualitative research is an approach used mostly in social sciences to discover social interaction and processes. It proves in depth management and understanding of particular settings in specific situations.

Population of the present case study was all the teachers of Inter colleges of district Poonch, Azad Jammu and Kashmir. The researcher used stratified random sampling technique for taking sample. An effective way of focusing on a particular aspect is stratified random sampling (Donyei, 2007). This means stratifying the population by a criterion. In the present study gender was the basic parameter for stratified random sampling.

Twenty (20) Inter colleges of district Poonch were selected for the study. Twenty English teachers (ten male and ten female teachers) of twenty different Inter colleges of district Poonch were selected as sample. The researcher chose inter colleges as it is smaller platform as compared to degree colleges and post graduate colleges. So it is worth important to explore teachers' practices in Inter colleges where facilities are less and requirements are more in the researchers' context.

The researcher used observation checklist for data collection. Through direct observation, researcher can perceive what participants usually do not share and that information cannot be gathered by any other method (Foster, 1996). The researcher took structured observation, also called systematic observation; Each participant was observed for forty minutes, which is standard time period for a class and aspects or categories of the items, the observer was looking for, were designed earlier (Bryman, 2012). The researcher himself developed checklist items by using components of SIOP (Sheltered Instruction Observation Protocol) model. This model is the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short (2008). The

researcher designed classroom observation checklist by adapting the basic components of SIOP. Sheltered Instruction is an approach which integrates language and content instructions. It is a research based method to achieve academic needs of English language learners. It is an effective framework for planning as well as delivering instruction in different subjects such as history, mathematics and English. The aim of SIOP is to help the teachers to integrate academic language development into their lessons in context of school. Using this effective framework, teachers modify the way they teach in which language becomes comprehensible to students. It is applicable to all the levels. Data were analyzed by using SPSS software version 20. Cross tabulation was done in order to show gender based results.

4. Data Analysis and Results

Data were collected on scale, so first it were coded then transferred to SPSS (Statistical package for social sciences) software version 20 for analysis. First of all reliability of the data was checked with Cronbach's Alpha. Cronbach's Alpha, according to Creswell (2003) is an important estimate of reliability. Reliability of the teachers' observation checklist data was .791. Descriptive statistics- cross tabulation was done to report the participants' rating score. The analyses and the results of the items are given one by one.

Table 1: communication in English instead of native language

Teacher frequently communicated in English instead of native language.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

According to the results in Table.1, 10 male and 5 female teachers were observed to communicate in English frequently, 5 female teachers were

observed not to communicate in English language. 100 percent male and 50 percent female teachers used English frequently, while 50 percent female teachers absolutely not communicated in English. The results showed that there was a significant gender based difference in the use of English in classroom. Male teachers communicated in English frequently, while less female teachers used English in classroom for the sake of communication and used native language.

Table 2: Use of different teaching techniques

Teacher made teaching effective with different teaching techniques (by giving choices and games etc.).					
Gender	Yes	Percentage	No	Percentage	Total
Male	8	80%	2	20%	10
Female	5	50%	5	50%	10

Results in table. 2 indicated that 8 male teachers out of 10 were observed making their teaching effective by different teaching techniques like giving choices, second chance and games, while 2 were not observed doing so. On the other hand, from female teachers, 5 out of 10 were observed to practice different techniques and 5 were not. Eighty percent male, while 50 percent female teachers used techniques to make teaching effective. The results indicated that male teachers made their teaching more effective by different techniques as compared to female teachers. Though female teachers were also observed using different teaching techniques but their ratio was low. There was gender based difference in teachers' use of different techniques to make their teaching effective. More female teachers should use techniques in order to make teaching effective as students understand the lesson better when teacher uses techniques to make them understand in different ways.

Table 3: Teacher's interaction with students

Teacher interacted with students in Friendly manner.

Gender	Yes	Percentage	No	Percentage	Total
Male	9	90%	1	10%	10
Female	5	50%	5	50%	10

The results displayed in table. 3 showed that 9 male teachers out of 10 were observed to interact with their students in friendly manner and only 1 was observed not to have friendly interaction, while helping them out in understanding difficult concepts. From female teachers, 5 out of 10 were observed to have friendly interaction with students and 5 were not. The Results indicated that male teachers showed more friendly interaction with their students as compared to female teachers, or female teachers behaved less friendly with their students, so there was a gender based difference in friendly interaction of teachers with students. More female teachers should develop friendly interaction towards their students as friendly behavior is an important factor in determining students' learning. Students can easily ask questions from polite and friendly teachers and consult difficult concepts. Baumeister (2003) also asserted that fear of penalty, negative emotional response and violence badly affect self-esteem. Teachers should behave friendly with their students. Without friendly rapport students become carefree about valuing discipline and learning.

Table 4: Teachers' expression of subject matter

Teachers' expression of the subject matter was good.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

The results shown in table. 4 indicated that 10 out of 10 male teachers were observed to have good expression of knowledge of their subject. On the other hand, 5 female teachers out of 10 were observed to have good expression and 5 were not found to have good expression power. From the results it is explicit that male teachers had better expression power as compared to female teachers. All female teachers did not have good expression. So, the results indicated that there was gender based difference in teachers' expression of knowledge of the subject. Female teachers need to use different techniques to improve expression power, as teachers' expression power is very much important for students' learning. Moat & Fotrman (2003) also concluded that students' learning is directly affected by teachers' knowledge of subject and its expression.

Table 5: Making Students extract lesson from the text

Teacher made students to extract lesson from the text.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

According to the results in table. 5, 10 male teachers out of 10 were observed to make the students extract lesson from the text. On the other hand, out of 10 female teachers, 5 were observed to make their students extract lesson and 5 were not observed using the practice. The results indicated that all male teachers made their students to extract lesson, while 50 percent of female teachers used the practice and 50 percent did not. Gender based difference was observed in the use of the practice. Female teachers need to make their students more to extract lesson from the text as making students extracting lesson is important to trigger their critical thinking. Cain (1986) and Arbor (1990) also claimed that students who are made to think can perform and achieve more than those who are not made to think.

Table 6: Teachers' Punctuality

Teacher was punctual.					
Gender	**Yes**	**Percentage**	**No**	**Percentage**	**Total**
Male	9	90%	1	10%	10
Female	9	90%	1	10%	10

The results in table.6 showed that 9 male teachers out of 10 were observed to be punctual and 1 unpunctual. The Practice of being punctual was observed in female teachers in same percentage. Both male and female teachers were observed equally punctual with very few exceptions. According to results, 90 percent teachers of both genders were punctual and 10 percent not. So, there was no gender based difference in teachers from the perspective of punctuality. Punctuality of the teachers affects teachers as well as well learners as time management totally depends on it.

Table 7: Motivation to speak English in classroom

Teacher motivated students to speak English by appreciation and praise.					
Gender	**Yes**	**Percentage**	**No**	**Percentage**	**Total**
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

According to the results on the basis of gender in table.7, 10 out of 10 male teachers were observed motivating their students to speak English in classroom. On the other hand, from female teachers, 5 were observed to motivate their students to use English in classroom and 5 were not observed using the practice. The results indicated that 100 percent male teachers motivated their students to speak English, while 50 percent of female

teachers used the practice of giving motivation to use English for communication. From female teachers, 50 percent motivated and encouraged their students to speak English, while 50 percent did not do so. There was difference in teachers' motivation to students to speak English in the classroom on the bases of gender. The ratio of Female teachers using practice of giving motivation and encouragement to students should be increased, as encouraging students to speak English develops their attitude towards language. Barnaus & Gardner (2008) study also concluded that English language learning is influenced not only by experiencing class wok but attitude developed towards it.

Table 8: appreciating questions and answering them politely

Teacher appreciated questions and answered them politely.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

The results displayed in table. 8 showed that 10 out of 10 `male teachers were observed appreciating questions and answering politely. On the other hand, from female teachers 5 out of 10 were observed appreciating questions and 5 were not observed doing so. The results showed that all male teachers appreciating questions and answering them politely, while from females only 50 percent teachers behaved politely on questions and appreciated them. So, gender based difference in teachers' polite behavior on questions was observed. Appreciation and polite behavior of the teachers is important for learning irrespective of gender. It helps students to feel comfortable and confident in classroom. Atkins (2005) asserted that students who learn from polite teacher perform better and are more social.

Table 9: making content clear

Teacher made content clear by relating it with real life.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

The results in table. 9 displayed that all male teacher was observed to make the content clear by quoting the example from real life. On the other hand, from female teachers, 5 were observed explaining the content to students simply and 5 expressing content excellently by relating it with real life context. In the light of results, it is clear that all male teachers made content clear excellently, while 50 percent female teachers made the content clear simply and 50 percent excellently with the help of real life context . There was gender based difference in teachers from the angle of making the content clear to students by relating it with real life context. All the teachers should explain lesson by quoting examples and incidents from real life, as it makes content more comprehensible and learning more durable.

Table 10: appreciating students on positive response, clarifying concepts and participation.

Teacher appreciated students on positive response clarifying concepts and participation.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

According to the results in table. 10, 10 out of 10 male teachers were observed appreciating their students on positive response and participation, while from female teachers, 5 were observed appreciating their students on answering questions and participating in discussion and 5 did not use the practice. The results showed that all male teachers appreciated their students on positive response but from females 50 percent teachers used the practice and 50 percent did not. Gender based difference in teachers from the angle of appreciation was observed. Teachers' appreciation makes students more confident and motivates them to participate more and more. Female teachers should also appreciate their students more like male teachers to make students confident. Appreciation and motivation also according to Mahyew et.al (2008) is a key factor in achieving success and performance fulfillment.

Table 11: Addressing questions during teaching

Teacher addressed questions during teaching.					
Gender	**Yes**	**Percentage**	**No**	**Percentage**	**Total**
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

The results in table.11, indicated that 10 out of 10 male teachers were observed to address questions in classroom, while from female teachers 5 were observed to address questions and 5 were not observed using the practice. The results indicated that male teachers addressed more questions than female teachers; 50 percent female teachers addressed questions and 50 percent did not. So, gender based difference in addressing questions in class was observed. Female teachers' practice of addressing questions needs attention. Addressing questions keeps students active and alert irrespective of gender.

Table 12: Pair and group discussion

Teacher engaged students in pair and group discussion.

Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

The results in table.12 indicated that all male teachers were observed to engage their students in group and pair work in classroom. On the other hand, from female teachers 5 were observed to make the students do so and 5 were not observed using the practice. The results showed that male teachers engaged their students to discuss work in groups, while from female teachers 50% did so. Gender based difference in engaging the students in pair and group discussion was observed. All female teachers should also use the practice of engaging students as students' language skills as well as concepts improve in group and pair discussion. Bligh (2000) also concluded that in learning a language, group discussion is a very important activity.

Table 13: keeping classroom lively

Teacher kept classroom lively by classroom organization and making lesson interactive.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

The results in table.13, reflected that 10 out of 10 male teachers were observed keeping their classroom lively by making lesson interactive and classroom organization to maintain students' interest. On the other hand, 5 out of 10

female teachers were observed keeping classroom lively and 5 were observed not to use the practice of making lesson interactive or classroom organization. The results showed that male teachers kept their classrooms lively more than female teachers. All male, while 50 percent female teachers kept the classroom lively and 50 percent did not. There was gender based difference in teachers in making their classroom lively to maintain students' interest. Classroom environment is an important element of teaching learning process so it should be given utmost attention.

Table 14: Allowing guidebook

Teacher allowed guidebook in classroom.					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	10	100%	0	0%	10

The results in table.14, 10 out of 10 male as well as female teachers were observed to allow guidebook in classroom. Both male and female teachers were observed to allow guidebook equally. They have no objection on having supporting material in classroom. So, there was no gender based difference in teachers from the angle of allowing key book in classroom. Both male and female teachers were found in favour of allowing supporting material. Supporting material affects students learning sometimes, so it should be avoided at least in the classroom.

Table 15: sharing cultural knowledge related to topic

Teacher shared cultural knowledge of English with students related to the topic					
Gender	Yes	Percentage	No	Percentage	Total
Male	10	100%	0	0%	10
Female	5	50%	5	50%	10

Table.15 displayed the results that 10 out of 10 male teachers were observed to share cultural knowledge related to English culture, On the other hand, from female teachers, 5 out of 10 were observed to share cultural knowledge in classroom and 5 not doing so. The results showed that less number of female teachers shared cultural knowledge as compared to male teachers. 100 percent male teachers shared cultural knowledge, while from female teachers only 50 percent shared cultural knowledge related to lesson and 50% did not. So, the results reflected that there was a significant gender based difference in teachers' sharing cultural knowledge. Sharing cultural knowledge strengthens the comprehension of students, so all the teachers should use the practice to assist students' learning. Loes et al (2012) also stated that students learn better when taught by relating things with real life.

5. Data Discussion

According to cross tabulation results of 15 observed practices, 2 (13.3%) practices had dissimilar ratio of teachers using them, while 13 (86.7%) practices were found to have similar ratio of teachers using them.

Table

Category	No. of Practices	Percentage	Ratio
Practices with similar ratio	13	86.7%	M:F 10:5 (11 practices), 9:9 (1 practice), 10:10 (1 practice)
Practices with dissimilar ratio	02	13.3%	M:F 8:5 (1 practice), 9:5 (1 practice)

Communication in English, good expression, making students extract lesson from the text, encouraging and motivating students to speak English, appreciating questions and answering politely, appreciating students on positive response and participation, addressing questions in classroom, engaging students in pair and group discussion, keeping classroom lively by organization and interaction, making content clear, sharing cultural knowledge relevant with lesson were the practices observed in 10:5, which means 100 percent male, while 50 percent of female teachers were observed using these practices in the classroom.

All male teachers communicated in English frequently, their expression was good and they made their students to extract lesson from the text during teaching. Female teachers communicated in English less frequently and used Urdu for the sack of communication and also less female teachers made their students to extract lesson. Female teachers should enhance communication in English, expression power and their students' ability to extract lesson. Male Teachers motivated their students more to speak English, treated their students more politely and appreciated students more on positive response and participation as compared to female teachers. The ratio of female teachers encouraging their students, treating students politely and appreciating them on positive response and participation was less; only 50 percent female teachers practiced these strategies in their classroom. Encouragement, politeness and appreciation play vital role in students' learning, as when they are encouraged, treated politely and appreciated on positive response and participation, they learn better and feel comfortable. Students should not be scolded rather they should be treated politely and appreciated instead of reprimand and rejection, as reprimand and rejection badly affect students' learning.

Addressing questions in classroom, engaging students in pair and group discussion, keeping classroom lively were the practices used by male teachers more as compared to female teachers. All male teachers used these practices, while from females only 50 percent used the practices and 50 percent did not. More female teachers should use these practices in their classroom, as these practices are important for making teaching as well as learning effective. These practices keep students alert, active and responsible, besides this these practices make the environment receptive.

Male teachers made content clear excellently by relating the lesson with real life context and also shared cultural knowledge relevant with lesson, while female teachers less practiced these techniques. Making content clear by relating it with real life and sharing cultural knowledge strengthens students' learning and makes the lesson more comprehensible. Also it makes learning durable. Cohen (2011) also expressed the importance of such teaching which includes throwing light on lesson associated with real life situation and asserted that the knowledge about practical life and real life situation broadens students social and emotional outlook.

Teachers' punctuality was the practice observed in 9:9, which means 90 percent of both male and female teachers were observed to be punctual and only 10 percent teachers of both genders were observed to be unpunctual. Punctuality of teachers also has a significant importance in students' learning as lectured delivered in short period of time does not have much elaboration and is difficult to grasp easily.

Allowing guidebook in the classroom is the practice observed in 10:10. 100 percent teachers of both genders were observed to allow guidebooks in classroom. Allowing guidebook in the classroom assists students but it lessens students' creativity and increases their dependence on supporting material.

As far as the practices having dissimilar ratio of teachers using them are concerned, these are; use of different teaching techniques and friendly interaction with students. The practice of using different teaching techniques was observed in 8:5. 80 percent males, while 50 percent female teachers used the practice. The practice was observed to be used by 80 percent male and 50 percent female teachers. The practice of interacting with students in friendly manner was observed in 9:5. 9 male while 5 female teachers were observed to have friendly interaction with their students. 90 percent male and 50 percent female teachers had friendly rapport with their students. All the teachers should interact with students in friendly manner irrespective of gender, as friendly interaction removes students' hesitation and makes them

feel comfortable in asking questions and participating in different classroom activities.

6. Conclusion

Teachers play vital role in students' learning. Teachers' use of practices has a significant impact on students' learning and achievements. Teachers' practices determine classroom environment, students' perception level and students' learning. From 15 observed practices, on the basis of gender 86.7 percent practices are those which have similar ratio of teachers using them and 13.3 percent practices have dissimilar ratio of teachers using them. The practices which have same ratio of teachers using them are Communication in English frequently, good expression, making students extract lesson from the text, encouraging and motivating students to speak English, treating students politely, appreciating students on positive response and participation , addressing questions in classroom, engaging students in pair and group discussion, keeping classroom lively, making content clear excellently, sharing cultural knowledge relevant with lesson; 100 percent male, while 50 percent female teaches use these practices. 90 percent teachers of both genders are punctual and only 10 percent are unpunctual. All teachers of both genders allow guidebook or supporting material in the classroom. The practices having dissimilar ratio of teaches using them are the use of different teaching techniques and friendly interaction with students. 80 percent male, while 50 percent female teachers use different techniques to make their teaching effective. 90 percent male and 50 percent females have friendly interaction with their students, while 10 percent male and 50 percent females do not have friendly interaction with students in classroom. The ratio of male teachers using these practices is more as compared to female teachers

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Appendix

Teachers' Observation Checklist

Gender: Male/ Female

S.NO	STATEMENT	Yes	No
1	Teacher frequently communicated in English instead of native language.		
2	Teacher made teaching effective with different teaching techniques (games and giving choices, giving second chance etc.).		
3	Teacher interacted with students in friendly manner.		
4	Teacher had good expression of knowledge of the subject.		
5	Teacher made students extract lesson from text.		
6	Teacher was punctual.		
7	Teacher motivated students to speak English by appreciation and praise.		
8	Teacher appreciated questions and answered politely.		

9	Teacher made content clear by relating it with real life context.		
10	Teacher appreciated students on positive response, clarifying concepts and participation.		
11	Teacher addressed questions during teaching.		
12	Teacher engaged students in pair and group work.		
13	Teacher kept classroom lively by classroom organization and making lesson interactive to maintain students' interest.		
14	Teacher allowed guidebook in classroom.		
15	Teacher shared cultural knowledge related to the topic.		